

Professional Development School (PDS) Preparation Partnerships



Benefits of partnership for Roosevelt High School

- Deprivatizing practice: RHS teachers have opened their doors to teacher candidates.
- Teacher Mentor development: Through interaction with UMN DirecTrack and teacher candidates, and supported by initial cooperating teacher training, RHS teachers are unpacking the nuances and complexities of their practice.
- Investing in Urban teacher development: Through partnership, the UMN is committing to the development of teacher candidates with extended experience working with teachers and students in diverse school contexts like RHS.
- Access to more current research and innovative teaching practices: Through co-teaching, UMN Partnership Network, and innovative professional development opportunities, RHS teachers work side-by-side with UMN teacher candidates and doctoral students who bring creative, research-based practices to our school.
- RHS Students come first.

Partnerships Underway

- Math methods course taught on site with entire cohort and instructor
- TERI liaison teaching course on site to high school students
- iPads to integrate technology in math and for peer-observations
- DirecTrack service learning projects (classroom & writing center support)
- Long Term English Language Learner professional development with RHS faculty
- Great Lessons (Common Content) course held on site
- Co-teaching training for all MPS schools hosted at RHS each fall and spring
- Co-teaching training for Roosevelt cooperating teachers and all teacher candidates, regardless of IHE, placed at RHS for student teaching
- Liaison support for cooperating teachers with feedback loop to CEHD
- Liaison support for novice teachers during induction years
- Outreach to Teach project with UMN edMN student group
- Liaison/Professional Development School dissertation study underway
- Beyond Bullying project underway in collaboration with CEHD faculty member J.B. Mayo
- Participant observation study underway by CEHD faculty member Vichet Chhuon
- On site support for UMN graduate/MPS new teacher's Heritage Language class

Professional Development School (PDS)

Recruitment/Employment Partnerships

Year of partnership	Teaching Staff	Student population	Number of students selecting RHS as their first choice
1	> 95% identify as European American or White	~ 650 students	--
2	> 95% identify as European American or White	~ 750 students	67
3	> 83% identify as European American or White	~ 900 students	230

Two Stories on the Power of the Partner Network Liaison at PDS sites

Year One: Ahmed, long call substitute to teacher leader with TERI

"By having Jehanne there, placed as the TERI school liaison...doing some work with teachers in research partnerships there on critical pedagogy she came into my class and took that research opportunity to really transformed it so it was student centered and students were creating authentic intellectual work. We were doing fabulous work by the end of that research opportunity.... Having Jehanne there and people like Jenna has really helped my development and has turned around plenty of other classrooms at Roosevelt High School. It's sort of an invaluable experience having the student teachers come in and see how those methods they're learning in their program are actually being practiced in the classroom. I think that helps them out also."

- Ahmed Amin

Year Two: Jen Eik and Deqa, transition to teaching at RHS in redesigned programs

"What has prepared me for my teaching was first, and foremost, the Professional Learning Communities (PLCs) that we did in the Great Lessons in the Post Bacc program. We did a lot of identity work and at first, I was resistant... because I just felt like 'what's the relevance' and 'this isn't what I signed up for.' But we did a lot of work on: how we viewed the world, what biases we walked into the classroom with, and how that affects our instruction. Now, looking back on that year, I have to say it was one of the most positively influential years of my life. I learned so much about myself and that's positively influenced my first year of teaching as I've been able to reflect... be more conscious and aware of how I view my students and how I should change my instruction too."

- Jennifer Eik